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ABSTRACT

The purpose of this bill is to: (1) improve teacher recruitment by identifying, supporting, and recruiting prospective teachers from junior high school through graduate school with incentives and financial support aimed at attracting highly qualified individuals; (2) encourage access to the teaching profession for people currently in other professions; (3) alleviate shortages of teachers, including minority teachers, particularly in urban schools with a high concentration of disadvantaged students, and teachers specializing in certain subject areas or trained to work with certain populations; (4) improve teacher training by encouraging new developments in teacher preparation which provide for greater integration of subject matter and pedagogical training; (5) improve teacher retention by supporting new teachers' induction into the teaching profession; and (6) improve teacher retention by providing opportunities for experienced teachers to take leadership roles in professional development academies, school-based management efforts, and sabbatical programs. (JD)

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ED323205

101ST CONGRESS
1ST SESSION

S. 1675

To provide financial assistance for teacher recruitment and training, and for other purposes.

IN THE SENATE OF THE UNITED STATES

SEPTEMBER 26 (legislative day, SEPTEMBER 18), 1989

Mr. KENNEDY (for himself, Mr. PELL, Mr. DODD, Mr. DOMENICI, Mr. SIMON, Mr. ADAMS, Mr. MATSUNAGA, Mr. METZENBAUM, Mr. JEFFORDS, Mrs. KASSEBAUM, Ms. MIKULSKI, Mr. INOUYE, Mr. WIRTH, Mr. BURDICK, Mr. KERRY, Mr. ROCKEFELLER, Mr. BINGAMAN, Mr. BOREN, Mr. ROBB, Mr. GORE, and Mr. RIEGLE) introduced the following bill; which was read twice and referred to the Committee on Labor and Human Resources

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A BILL

To provide financial assistance for teacher recruitment and training, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Excellence in Teaching Act".

SEC. 2. TABLE OF CONTENTS.

Sec. 1. Short title.
Sec. 2. Table of contents.
Sec. 3. Statement of purpose.
Sec. 4. Definitions.
Sec. 5. Authorization of appropriations.

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SP032 613

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Sec. 6. Cost sharing.
Sec. 7. Evaluation.
Sec. 8. Coordination.
Sec. 9. Annual Report.

TITLE I—TEACHER CORPS

Sec. 101. Short title.
Sec. 102. Findings.

PART A—TEACHER CORPS

Sec. 110. Teacher corps programs authorized.
Sec. 111. Secretary's use of funds.
Sec. 112. State use of funds.
Sec. 113. Local use of funds.
Sec. 114. Teacher corps.
Sec. 115. State application.
Sec. 116. Local application.
Sec. 117. Teacher corps scholarship program.
Sec. 118. Scholarship conditions.
Sec. 119. Publication and recruitment.

PART B—SENIOR TEACHER CORPS

Sec. 120. Senior teacher corps programs authorized.
Sec. 121. Secretary's use of funds.
Sec. 122. State use of funds.
Sec. 123. Senior teacher corps eligibility.
Sec. 124. State application.
Sec. 125. Scholarship program.
Sec. 126. Scholarship conditions.
Sec. 127. Publication and recruitment.

TITLE II—PROFESSIONAL DEVELOPMENT ACADEMIES

Sec. 201. Short title.
Sec. 202. Findings.
Sec. 203. Professional development academy.
Sec. 204. Allotment.
Sec. 205. Use of allotted funds.
Sec. 206. State application.
Sec. 207. Local use of funds.
Sec. 208. Local application.
Sec. 209. Payments; Federal share; non-Federal share.

TITLE III—MINORITY TEACHER RECRUITMENT

Sec. 301. Short title.
Sec. 302. Findings.
Sec. 303. Program authorized.
Sec. 304. Use of funds.
Sec. 305. Teaching programs at historically Black colleges and universities.
Sec. 306. Summer institutes for future teachers.
Sec. 307. Teaching in magnet schools.
Sec. 308. Study of barriers to minority entry into the teaching profession.

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TITLE IV—BILINGUAL TEACHER ENHANCEMENT ACT

Sec. 401. Short title.
Sec. 402. Findings.
Sec. 403. Program authorized.

TITLE V—EARLY CHILDHOOD DEVELOPMENT TEACHER ENHANCEMENT ACT

Sec. 501. Short title.
Sec. 502. Findings.
Sec. 503. Program authorized.
Sec. 504. Eligible recipient.
Sec. 505. Use of funds.
Sec. 506. Application.
Sec. 507. Child development associate.

TITLE VI—TEACHERS OF CHILDREN WITH HANDICAPS ENHANCEMENT

Sec. 601. Short title.
Sec. 602. Findings.
Sec. 603. Program authorized.
Sec. 604. Use of funds.
Sec. 605. Application required.

TITLE VII—MATHEMATICS AND SCIENCE TEACHER ENHANCEMENT

Sec. 701. Short title.
Sec. 702. Findings.
Sec. 703. Definitions.
Sec. 704. Program authorized.
Sec. 705. Use of funds.
Sec. 706. Program requirements.
Sec. 707. Application required.
Sec. 708. Evaluations.

TITLE VIII—SCHOOL BASED MANAGEMENT/SHARED DECISIONMAKING INCENTIVE

Sec. 801. Short title.
Sec. 802. Findings.
Sec. 803. Program established.

TITLE IX—TEACHER RECOGNITION

Sec. 901. Short title.

SEC. 3. STATEMENT OF PURPOSE.

It is the purpose of this Act to—

(1) improve teacher recruitment by identifying, supporting, and recruiting prospective teachers from

junior high school through graduate school with incentives and financial support aimed at attracting highly qualified individuals;

(2) encourage access to the teaching profession for people currently in other professions, with intense training in a supported environment, and measures of full licensure readiness equal to traditional preparation requirements;

(3) alleviate shortages of teachers, including minority teachers, particularly in urban schools with high concentrations of disadvantaged students, and teachers specializing in certain subject areas or trained to work with certain populations;

(4) improve teacher training by encouraging new developments in teacher preparation which provide for greater integration of subject matter and pedagogical training;

(5) improve teacher retention by supporting new teachers' induction into the teaching profession;

(6) improve teacher skills by providing opportunity for in-service training in specialty areas, teaching and classroom management skills, and school based management; and

(7) improve teacher retention by providing opportunities for experienced teachers to take leadership

roles in professional development academies, school based management efforts, and sabbatical programs.

SEC. 4. DEFINITIONS.

(a) IN GENERAL.—Except as otherwise provided, for purposes of this Act—

(1) The term "elementary school" has the same meaning given that term in section 1471(8) of the Elementary and Secondary Education Act of 1965.

(2) The term "handicapped child" has the same meaning given that term in section 602 of the Education of the Handicapped Act.

(3) The term "inner city school" means any school—

(A)(i) in a local educational agency with an enrollment of 30,000 or more students and which serves a central city of a metropolitan statistical area or primary metropolitan statistical area; or

(ii) in a local educational agency serving the largest city in a State; and

(B) which qualifies under section 465(a)(2)(A) of the Higher Education Act of 1965 for loan cancellation for Perkins loan recipients who teach in those schools.

(4) The term "institution of higher education" has the same meaning given that term in section 1201(a) of the Higher Education Act of 1965.

(5) The term "local educational agency" has the same meaning given that term in section 1471(12) of the Elementary and Secondary Education Act of 1965.

(6) The term "preschool age" means children below mandatory school attendance age, as determined by State law.

(7) The term "school-age population" means the population of individuals aged 5 to 17, as determined by the Bureau of the Census in the most recent decennial census.

(8) The term "secondary school" has the same meaning given that term in section 1471(21) of the Elementary and Secondary Education Act of 1965.

(9) The term "Secretary" means the Secretary of Education.

(10) The term "State" has the same meaning given that term in section 1471(22) of the Elementary and Secondary Education Act of 1965.

(11) The term "State educational agency" has the same meaning given that term in section 1471(23) of the Elementary and Secondary Education Act of 1965.

(b) SPECIAL RULE.—For purposes of part A of title I, title III, and title IV—

(A) the term "teacher" includes a school psychologist, a school social worker and a school counselor, where appropriate; and

(B) the term "teaching" includes the professional services of a school psychologist, a school social worker, and a school counselor, where appropriate.

SEC. 5. AUTHORIZATION OF APPROPRIATIONS.

(a) IN GENERAL.—There are authorized to be appropriated $215,000,000 for fiscal year 1990, and such sums as may be necessary for fiscal years 1991, 1992, 1993, and 1994, of which—

(1) 56.5 percent shall be available for title I, of which 82 percent of the amount available for title I shall be available for purposes of awarding scholarships to teacher corps members under part A, 10 percent of the amount available for title I shall be available for the purpose of awarding scholarships to senior teacher corps members under part B of such title, and 8 percent of the amount available for title I shall be available for purposes of activities conducted by State educational agencies under such parts;

(2) 20 percent shall be available for title II;

(3) 12 percent shall be available for grants pursuant to section 303;

(4) 8 percent shall be available for title V, of which not more than $2,500,000 shall be available to carry out the provisions of section 507; and

(5) 3.5 percent shall be available for title VI.

SEC. 6. COST SHARING.

The Secretary is authorized to seek cost-sharing by State and local entities, institutions of higher education, and nonprofit organizations for any program assisted under this Act.

SEC. 7. EVALUATION.

The Secretary shall conduct an evaluation of the teacher corps program and the senior teacher corps program conducted pursuant to parts A and B of title I. Results of such evaluation shall be reported to the appropriate committees of Congress no later than 3 years following the date of the enactment of this Act.

SEC. 8. COORDINATION.

The Secretary shall designate an office within the Department of Education to coordinate activities under this Act.

SEC. 9. ANNUAL REPORT.

The Secretary shall prepare and submit to Congress annually a report on teachers and the teaching profession 1 year from the date of enactment of this Act and each year

thereafter. Such report shall include such information as the Secretary may determine, including data regarding the numbers of teachers in each State with—

(A) certification in various subject areas; and

(B) baccalaureate and postbaccalaureate training and degrees in various subject areas.

TITLE I—TEACHER CORPS

SEC. 101. SHORT TITLE.

This title may be cited as the "Teacher Corps Recruitment and Induction Act of 1989".

SEC. 102. FINDINGS.

The Congress finds that—

(1) there are 2.3 million public school teachers for grades kindergarten through 12, and between 1988 and 1997 1,600,000 new teachers will be needed;

(2) the proportion of women interested in pursuing a career in teaching declined from 38 percent in 1968 to 13 percent in 1988;

(3) the proportion of college students majoring in education fell 55 percent between 1972 and 1986;

(4) in 1986, 87,000 bachelor's degrees in education were awarded;

(5) shortages in the number of minority teachers limit opportunities for both minority and non-minority students to benefit from minority teacher instruction;

(6) there are shortages in the number of teachers with specialized kinds of training, including early childhood education, bilingual education, and special education and related services;

(7) there are severe shortages of teachers trained to teach certain subjects, particularly mathematics and science;

(8) certain voluntary programs of scholarship and loan forgiveness in exchange for service in other professions have been effective in encouraging individuals to enter such professions;

(9) the national interest in promoting community service may enhance participation in the teaching profession through the teacher corps;

(10) the professionalism of experienced teachers must be enhanced in order to retain highly qualified individuals;

(11) the shortage of teachers in central city schools is approximately 2½ times greater than teacher shortages elsewhere; and

(12) 20 percent of new teachers leave during their first year of teaching, and over 50 percent leave before reaching their sixth year of teaching, however induction programs help reduce such turnover.

PART A—TEACHER CORPS

SEC. 110. TEACHER CORPS PROGRAMS AUTHORIZED.

(a) PROGRAM AUTHORIZED.—The Secretary is authorized—

(1) to make grants, in accordance with the provisions of this title, to State educational agencies to conduct teacher corps activities; and

(2) to award scholarships to teacher corps members in accordance with the provisions of this part.

(b) AMOUNT OF GRANTS.—The amount awarded to each State educational agency pursuant to subsection (a)(1) shall be an amount awarded on the basis of the school-age population in the State compared to the school-age population in all States.

SEC. 111. SECRETARY'S USE OF FUNDS.

(a) IN GENERAL.—The Secretary shall use funds provided pursuant to this part to—

(1) establish criteria intended to attract highly qualified individuals to teaching, and to meet the needs of States in addressing teacher shortages, for States to use in selecting teacher corps members including—

(A) in the case of students or recent graduates, strong academic promise, as demonstrated by high grades and class standing;

(B) contributions which can be made by individuals working in other careers;

(C) recommendations;

(D) a demonstrated interest in teaching through participation in teaching related activities, such as an interview with, and recommendation from, a department of education in an institution of higher education;

(E) previous community service;

(F) demonstrated interest, skill, and professional experience in specialized substantive fields of expertise in which the State is experiencing teacher shortages; and

(G) interest in teaching in geographic areas experiencing teacher shortages, especially in inner city schools with minority enrollment in excess of the statewide average minority enrollment;

(2) disseminate information nationally about the availability of scholarships under this part, especially to institutions of higher education with large minority populations, to historically Black colleges and universities, to secondary schools with minority enrollment in excess of the statewide average, to individuals leaving the armed services, and to organizations and entities likely to reach individuals interested in entering teaching as a new career;

(3) award teacher corps scholarships to individuals who are recommended by State educational agencies under section 114;

(4) review and approve applications submitted by State educational agencies under section 115;

(5) make awards to State educational agencies having applications approved under section 115;

(6) designate an office within the Department of Education to serve as liaison to, and coordinate with, State educational agencies participating in the teacher corps;

(7) conduct activities which foster communication among, and bring together, members of the teacher corps including activities such as written communications, meetings, or training sessions; and

(8) collect scholarship repayments from individual teacher corps members, in accordance with the provisions of section 118.

SEC. 112. STATE USE OF FUNDS.

(a) IN GENERAL.—Each State educational agency receiving a grant under this part may use such funds to—

(1) award grants to local educational agencies to establish or expand induction and mentor programs in accordance with this part;

(2) establish and operate in-service and mentoring programs for teacher corps members at the State and local levels;

(3) provide technical assistance to local educational agencies for establishing and operating teacher corps and induction programs;

(4) publicize the availability of scholarships pursuant to this part, particularly among students participating in teaching-related activities through summer teaching institutes, future teacher clubs, and others and among professionals in nonteaching fields;

(5) evaluate applications for teacher corps membership and recommend teacher corps members to the Secretary;

(6) ensure that teacher corps members understand the obligation to repay scholarship upon failure to comply with the conditions of the scholarship;

(7) ensure employment placement of teacher corps members; and

(8) conduct activities which foster communication among, and bring together, members of the teacher corps, including activities such as written communication, meetings, and training sessions.

(b) SPECIAL RULE.—(1) Any State educational agency receiving funds under this part shall conduct a needs and

resources assessment to identify and locate local educational agencies with the greatest proportion of disadvantaged students.

(2) In carrying out the provisions of subsection (a)(1), the State educational agency—

(A) may award grants to any local educational agency; and

(B) shall give priority in awarding grants to local educational agencies which have been identified under paragraph (1).

(3) In carrying out the provisions of subsection (a)(7), the State educational agency shall place teacher corps members in local educational agencies which have been identified under paragraph (1).

SEC. 113. LOCAL USE OF FUNDS.

(a) Each local educational agency receiving a grant under this part may use such funds to—

(1) establish, operate, and expand induction programs for new teacher corps members and other new teachers, including—

(A) orientation;

(B) using mentor teachers to work with new teachers;

(C) curriculum guidance; and

(D) cultural and gender sensitivity;

(2) ensure that teacher corps members participate in an induction program for a minimum of one year, including working with a mentor teacher designated by the local educational agency.

(b) The induction programs described in subsection (a)(1) may be developed in cooperation with institutions of higher education.

SEC. 114. TEACHER CORPS.

(a) SELECTION.—(1) The State educational agency, in cooperation with the State higher education agency, shall select teacher corps members, in accordance with the criteria established by the Secretary under section 111(a)(1).

(2) Each State educational agency receiving assistance under this part shall submit to the Secretary for review the names of teacher corps members accompanied by such information as the Secretary may reasonably require.

(b) SPECIAL CONSIDERATION.—The State educational agency, in cooperation with the State higher education agency shall also give special consideration in the selection of teacher corps members to individuals who—

(1) intend to teach or provide related services to students who have handicaps;

(2) intend to teach limited English proficient students;

(3) intend to teach preschool age children; or

(4) intend to teach in an inner city school.

(c) APPLICATION.—Each individual wishing to participate in the teacher corps shall submit an application to the State educational agency for the State in which such individual wishes to be employed as a teacher, if such State has a teacher corps program. Each application shall contain such information as such State educational agency may reasonably require.

(d) SECRETARY'S REVIEW.—The Secretary shall review recommendations of the State educational agency for membership in the teacher corps in accordance with the provisions of this part.

(e) SPECIAL RULE.—Each individual enrolled in a program leading to an associate degree in a field other than early childhood education or early childhood development, when applying for assistance under this part, shall include in the application submitted pursuant to subsection (c) an assurance of such individual's intention to enroll in a baccalaureate degree program.

SEC. 115. STATE APPLICATION.

(a) IN GENERAL.—Each State educational agency desiring a grant under this part shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require. Each such application shall—

(1) describe teacher shortages in the State;

(2) set forth the priorities to be employed in addressing teacher shortages within the State, including priorities to be employed in addressing teacher shortages in local educational agencies with minority enrollment in excess of the statewide average minority enrollment;

(3) describe where teacher corps members will be assigned and in which substantive fields of expertise;

(4) describe steps to be taken to place teacher corps members in areas experiencing teacher shortages;

(5) provide a description of teacher recruiting and training programs including existing induction and mentoring programs in place in the State which would be available to teacher corps members;

(6) establish a mechanism to identify local educational agencies willing to accept placement of teacher corps members, and ensure that such local educational agencies will meet the requirements of this part;

(7) provide assurances of the availability of employment placement within the State for teacher corps members in areas which have induction programs;

(8) provide assurances that the State educational agency, or its designee, in cooperation with local educational agencies, shall maintain accurate records re-

garding the location and activities of teacher corps members within the State to ensure that such members are meeting the conditions of the scholarships provided pursuant to this part, and shall notify the Secretary immediately upon a change in a teacher corps member's status rendering such teacher corps member in violation of the conditions of the scholarships; and

(9) provide assurances that the State educational agency has consulted with local educational agencies in designing and developing the Teacher Corps program.

(b) SPECIAL RULE.—Failure to comply with the provisions of subsection (a)(8) shall disqualify such State educational agency from receiving any future financial assistance pursuant to the provisions of this title.

SEC. 116. LOCAL APPLICATION.

(a) IN GENERAL.—Each local educational agency desiring a grant under this part shall submit an application to the State educational agency at such time, in such manner, and containing such information as the Secretary or State educational agency may reasonably require. Each such application shall—

(1) describe teacher shortages in the local educational agency; and

(2) describe the induction program for new teacher corps members and other new teachers which will

be established, expanded, or both, with funds made available under this part.

SEC. 117. TEACHER CORPS SCHOLARSHIP PROGRAM.

(a) ELIGIBILITY.—(1) Individuals are eligible to receive teacher corps scholarships for a maximum of 2 years during enrollment in any of the following programs of study, or a combination thereof:

(A) the last two years of a program of study leading to a baccalaureate degree;

(B) a 1- or 2-year post-baccalaureate program of study leading to a masters or specialist degree; or

(C) a 2-year program of study leading to an associate's degree in early childhood education or early childhood development, or a 1-year program of study leading to a child development associate credential.

(2) Individuals enrolled in programs in institutions of higher education leading to an associate degree in a field other than early childhood education or early childhood development are eligible to receive teacher corps scholarships upon enrollment in a program leading to a baccalaureate degree, during their third and fourth years in such program.

(3) Individuals in possession of a bachelor's degree, who wish to enter teaching from another profession, are eligible to receive teacher corps scholarships to receive instruction necessary to enter the teaching profession, as determined by the

State in which individual wishes to teach. Such instruction may be provided while the individual is employed as a provisional teacher, at the discretion of the State educational agency and local educational agency.

(b) AMOUNT.—Except as provided in subsection (c) the Secretary shall award to each individual selected to be a member of the teacher corps a scholarship in an amount equal to the lesser of—

(1) $8,000; or

(2) the cost of attendance, as defined under section 472 of the Higher Education Act of 1965, at the institution in which the student is enrolled per year for a maximum of two years.

(c) TITLE IV ELIGIBILITY.—Notwithstanding the provisions of title IV of the Higher Education Act of 1965, scholarship funds awarded pursuant to this part shall be considered in determining eligibility for student assistance under title IV of such Act.

(d) SPECIAL RULE.—In addition to amounts awarded under subsection (b), the Secretary shall award to teacher corps members, who do not possess a masters degree, a scholarship of up to $2,000 during any of the first three years of employment as a teacher, to defray the costs of pursuing post-baccalaureate instruction.

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(c) MATHEMATICS AND SCIENCE TEACHER CORPS.—(1) Each State educational agency may recommend to the Secretary, in States experiencing a shortage of mathematics and science teachers, for special consideration in the award of teacher corps scholarships under this part, individuals who commit to teaching mathematics or science in elementary or secondary schools in accordance with the provisions of this part.

(2) Individuals shall be eligible for special consideration as set forth in paragraph (1) if such individual is—

(A) majoring in science or mathematics, and enrolled in an institution of higher education which is accredited by a nationally recognized accredited agency or association; or

(B) currently employed in the field of mathematics, science or engineering.

(3) The Secretary shall consult with the Director of the National Science Foundation in establishing criteria for the award of teacher corps scholarships under this subsection. Such criteria shall include—

(A) academic merit as demonstrated by high academic performance in science and mathematics courses for individuals described in paragraph (1)(A);

(B) job performance and knowledge of mathematics or science for individuals described in paragraph (1)(B); and

(C) promoting the participation of minorities, women, and individuals with disabilities in science and mathematics.

SEC. 118. SCHOLARSHIP CONDITIONS.

(a) SCHOLARSHIP AGREEMENT.—Each individual receiving a scholarship under this part shall enter into a written agreement with the Secretary. Each such agreement shall—

(1) provide assurances that teacher corps members will maintain satisfactory academic progress and participate in teaching-related activities while in undergraduate or post-baccalaureate programs;

(2) provide assurances that teacher corps members will work as teachers for—

(A) 5 years in a geographic area, or substantive field of expertise, of shortage, as determined by the State educational agency;

(B) 4 years in an inner city school; or

(C) for 4 years if such student received a scholarship pursuant to section 117(e);

except that teacher corps members may transfer to another local educational agency within the State or to another State with a teacher corps program upon ap-

proval of the sending and receiving local educational agency, or State;

(3) provide assurances that at least during the first year of employment teacher corps members will participate in an induction program which includes working with a mentor teacher selected by the local educational agency in which the teacher corps member is employed and who has the same substantive field of expertise as the teacher corps member;

(4) provide assurances that teacher corps members who are not enrolled in a program of study as set forth in section 117(a)(1)(c) will obtain full State teacher certification within 3 years of employment as a teacher or as soon as possible thereafter as State law requires;

(5) provide that, subject to approval of the local educational agency, teacher corps members shall participate in an induction program for new teachers during the—

(A) fifth year of employment,

(B) fourth year of employment in an inner city school, or

(C) fourth year of employment if such member received a scholarship pursuant to section 117(e),

by serving as a mentor to new teacher corps members, or to other new teachers, or by making some other contribution to the induction program; and

(6) provide that if the teacher corps member is found by the Secretary at any time to be in violation of the conditions of the agreement entered into pursuant to this section, repayment of scholarship funds received shall become due in accordance with the provisions of subsection (b) as implemented by the Secretary.

(b) SCHOLARSHIP REPAYMENT.—Individuals found by the State educational agency to be in noncompliance with the agreement entered into under subsection (a) shall be required to repay a pro rata amount of the scholarship awards received, plus interest at the highest rate applicable to loans under part B of title IV of the Higher Education Act of 1965 and, where applicable, reasonable collection fees, on a schedule to be prescribed by the Secretary by regulations issued pursuant to this part.

(c) CANCELLATION.—(1) The Secretary shall cancel the obligation to repay any scholarship provided pursuant to this part in accordance with the provisions of paragraph (2).

(2) An individual shall not be considered to be in violation of the agreement entered into pursuant to subsection (a) during any period in which such individual meets the exception to repayment provisions set forth in section 558(a)(2),

558(a)(3) or 558(b) of the Higher Education Act of 1965, or if the individual dies.

(3)(A) The Secretary shall cancel the obligation to repay—

(i) 10 percent of the total amount of scholarships provided pursuant to this part for the first or second year a teacher corps member teaches in a local educational agency pursuant to the agreement set forth in subsection (a);

(ii) 20 percent of the total amount of scholarships provided pursuant to this part for the third year a teacher corps member teaches in a local educational agency pursuant to the agreement set forth in subsection (a); and

(iii) except as provided in subparagraph (B), 30 percent of the total amount of scholarships provided pursuant to this part for the fourth or fifth year a teacher corps member teaches in a local educational agency pursuant to the agreement set forth in subsection (a).

(B) In the case of a teacher corps member who teaches for 4 years in an inner city school, or who received a scholarship pursuant to section 117(e), the Secretary shall cancel 60 percent of the total amount of scholarships provided pursuant to this part for the fourth year a teacher corps member teach-

es in such school pursuant to the agreement set forth in subsection (a).

(4) If a portion of scholarship is cancelled under this subsection in any year, the entire amount of interest on such portion of such scholarship which accrues for such year shall be cancelled.

SEC. 119. PUBLICATION AND RECRUITMENT.

(a) IN GENERAL.—Each State educational agency receiving assistance under this Act shall—

(1) publicize the availability of, and procedure to apply for, teacher corps scholarships at institutions of higher education throughout the State, particularly in institutions of higher education with large minority enrollments, historically Black colleges and universities, secondary schools with minority enrollment in excess of the statewide average minority enrollment, and with agencies and entities likely to attract individuals interested in entering teaching from another career; and

(2) recruit minority students to participate in such program.

(b) SPECIAL RULE.—The publications required under subsection (a) shall describe substantive fields of expertise and geographic areas experiencing teacher shortages within the State.

PART B—SENIOR TEACHER CORPS

SEC. 120. SENIOR TEACHER CORPS PROGRAMS AUTHORIZED.

(a) PROGRAM AUTHORIZED.—The Secretary is authorized—

(1) to make grants, in accordance with the provisions of this title, to State educational agencies to conduct senior teacher corps activities; and

(2) to award scholarships to senior teacher corps members in accordance with the provisions of this title.

(b) AMOUNT OF GRANTS.—The amount awarded to each State educational agency pursuant to subsection (a)(1) shall be an amount awarded on the basis of the school-age population in the State compared to the school-age population in all States.

SEC. 121. SECRETARY'S USE OF FUNDS.

The Secretary may use funds provided pursuant to this part to—

(1) establish criteria for States to use in selecting senior teacher corps members, including—

(A) evaluations during employment as a teacher;

(B) demonstrated commitment to teaching in the future; and

(C) intended activities during the sabbatical period;

(2) disseminate information nationally about the availability of scholarships under this part, especially to local educational agencies in which the minority enrollment exceeds the statewide average minority enrollment;

(3) award senior teacher corps scholarships to individuals who are recommended by State educational agencies under section 123;

(4) review and approve applications submitted by State educational agencies;

(5) make awards to State educational agencies having applications approved under section 124;

(6) conduct activities which foster communication among and bring together members of the senior teacher corps including activities such as written communications, meetings, or training sessions; and

(7) collect scholarship repayments from individual senior teacher corps members, in accordance with the provisions of section 127.

SEC. 122. STATE USE OF FUNDS.

Each State educational agency awarded a grant under this part may use such funds to—

(1) establish, operate, and expand in-service programs and activities for senior teacher corps members at the State and local levels, through professional de-

velopment academies if such entities exist, to improve knowledge of subject matter, and to increase skills and professional ability, in coordination with local educational agencies;

(2) award grants to local educational agencies to establish programs and activities described in paragraph (1) through professional development academies if such entities exist;

(3) publicize the availability of scholarships pursuant to this part;

(4) evaluate applications for senior teacher corps membership and recommend senior teacher corps members to the Secretary;

(5) conduct activities which foster communication among, and bring together, members of the senior teacher corps, including activities such as written communications, meetings, or training sessions; and

(6) ensure that senior teacher corps members understand the obligation to repay the scholarship upon failure to comply with the conditions of the scholarship.

SEC. 123. SENIOR TEACHER CORPS ELIGIBILITY.

(a) ELIGIBILITY.—Individuals who have been employed as teachers for 8 or more years with full professional State certification are eligible to apply to become members of the senior teacher corps.

(b) APPLICATION.—Each individual wishing to participate in the senior teacher corps shall submit an application to the State educational agency in the State in which they are employed, if such State has a senior teacher corps program. Each application shall contain such information as such State educational agency may reasonably require.

(c) SELECTION.—(1) The State educational agency, in cooperation with the State higher education agency, shall select candidates to be members of the senior teacher corps based on criteria established by the Secretary under section 121.

(2) Each State educational agency receiving assistance under this part shall submit to the Secretary for review the names of senior teacher corps candidates accompanied by such information as the Secretary may reasonably require.

(d) SPECIAL CONSIDERATION.—The State educational agency, in cooperation with the State higher education agency, shall give special consideration, in the selection of senior teacher corps members, to individuals who intend to—

(1) use a sabbatical period to improve or acquire skills—

(A) in the subject areas of science or mathematics; or

(B) in order to teach or provide related services to handicapped students, limited English proficient students or preschool age students; or

(2) teach students in inner city schools, following the sabbatical period.

(e) SECRETARY'S REVIEW.—The Secretary shall review recommendations of the State educational agency for membership in the senior teacher corps in accordance with the provisions of this part.

SEC. 124. STATE APPLICATION.

(a) APPLICATION REQUIRED.—Each State educational agency desiring a grant under this part shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require. Each such application shall—

(1) provide a description of teacher retention programs currently in place in the State;

(2) provide assurances that senior teacher corps members will be released from teaching responsibilities for a one-half school year sabbatical in order to participate in programs and activities approved by the State and conducted through a professional development academy if such entity exists, or an approved institution of higher education or other approved entity, to—

(A)(i) improve such teacher's knowledge base in an area of expertise; or

(ii) learn a new area of expertise; and

(B) increase skills and professional ability;

(3) provide assurances that States or localities will pay any tuition incurred by the senior teacher corps member as part of their participation in this program;

(4) contain a description of programs and activities available to senior teacher corps members through professional development academies if such entities exist, institutions of higher education or other approved entities;

(5) provide assurances that the State educational agency, or its designee, in cooperation with local educational agencies, shall maintain accurate records regarding the activities of senior teacher corps members within the State to ensure that such members are meeting all conditions of the scholarships provided pursuant to this part, and shall notify the Secretary immediately upon a change in a senior teacher corps member's status rendering such senior teacher corps member in violation of the conditions of the scholarship; and

(6) provide assurances that the State educational agency has consulted with local educational agencies in

designing and developing the senior teacher corps program.

(b) SPECIAL RULE.—Failure to comply with the provisions of subsection (a)(5) shall disqualify such State educational agency from receiving any future financial assistance pursuant to the provisions of this title.

SEC. 125. SCHOLARSHIP PROGRAM.

The Secretary shall, in accordance with the provisions of this Act, award to each individual selected to be a member of the senior teacher corps a scholarship in an amount equal to one-half the annual salary the individual would earn in the current place of employment, to participate in programs and activities described in section 124(a)(2) during a sabbatical period.

SEC. 126. SCHOLARSHIP CONDITIONS.

(a) SCHOLARSHIP AGREEMENT.—Each individual receiving a scholarship under this part shall enter into a written agreement with the Secretary. Each such agreement shall provide assurances that the senior teacher corps member will—

(1) spend a half-year sabbatical period during which the senior teacher corps member is released from teaching responsibilities to participate in programs and activities approved by the State educational agency, offered through a professional development

academy, an institution of higher education, or other entity;

(2) work for—

(A) 5 years following the completion of a sabbatical period as a teacher in the State through which the loan was awarded; or

(B) 4 years in an inner city school following the completion of a sabbatical period as a teacher in the State through which the loan was awarded, except that senior teacher corps members may work in another State with a senior teacher corps program upon approval by both the sending and receiving State;

(3) subject to the approval of the local educational agency, during the 5 years following the sabbatical period, or the 4 years following the sabbatical period in the case of a senior teacher corps member who works in an inner city school—

(A) participate in an induction program for new teachers by acting as a mentor to new teacher corps members or other new teachers with the same substantive field of expertise as the senior teacher corps member; or

(B) make some other contribution to the teacher corps programs conducted pursuant to parts A and B of this title;

(4) assist in the development of in-service training programs during the 5 years following completion of the sabbatical period or the 4 years following the completion of the sabbatical period in the case of a teacher who works in an inner city school; and

(5) participate in activities developed by the Secretary and the State educational agency through which the individual was selected as a senior teacher corps member which are intended to foster communication among, and bring together, members of the senior teacher corps.

(b) SCHOLARSHIP REPAYMENT.—(1) Individuals found by the State educational agency to be in noncompliance with the agreement entered into under subsection (a) shall be required to repay a pro rata amount of the scholarship awards received, plus interest at the highest rate applicable to loans under part B of title IV of the Higher Education Act of 1965 and, where applicable, reasonable collection fees, on a schedule to be prescribed by the Secretary by regulations issued pursuant to this part.

(2) An individual shall not be considered to be in violation of the agreement entered into pursuant to subsection (a) during any period in which such individual meets the exception to repayment provisions set forth in section 558(a)(2),

558(a)(3), or 558(b) of the Higher Education Act of 1965, or if the individual dies.

(c) CANCELLATION.—(1) The Secretary shall cancel the obligation to repay any scholarship provided pursuant to this part in accordance with the provisions of paragraph (2).

(2)(A) Except as provided in subparagraph (B), the Secretary shall cancel the obligation to repay—

(i) 10 percent of the total amount of scholarships provided pursuant to this part for the first or second year a senior teacher corps member teaches in a local educational agency pursuant to the agreement set forth in subsection (a);

(ii) 20 percent of the total amount of scholarships provided pursuant to this part for the third year a senior teacher corps member teaches in a local educational agency pursuant to the agreement set forth in subsection (a); and

(iii) 30 percent of the total amount of scholarships provided pursuant to this part for the fourth or fifth year a senior teacher corps member teaches in a local educational agency pursuant to the agreement set forth in subsection (a).

(B) In the case of a senior teacher corps member who teaches for 4 years following the sabbatical period in an inner city school, the Secretary shall cancel 60 percent of the total

amount of scholarships provided pursuant to this part for the fourth year a senior teacher corps member teaches in such school pursuant to the agreement in subsection (a).

(3) If a portion of scholarship is cancelled under this subsection in any year, the entire amount of interest on such portion of such scholarship which accrues for such year shall be cancelled.

SEC. 127. PUBLICATION AND RECRUITMENT.

Each State educational agency receiving assistance under this part shall publicize the availability of senior teacher corps scholarships in local educational agencies throughout the State, particularly in local educational agencies with minority enrollment in excess of the statewide average minority enrollment, and shall recruit minority teachers to participate in such program.

TITLE II—PROFESSIONAL DEVELOPMENT ACADEMIES

SEC. 201. SHORT TITLE.

This title may be cited as the "Professional Development Academy Establishment Act of 1989".

SEC. 202. FINDINGS.

The Congress finds that—

(1) professional development academies can serve as forums for the coordination and provision of a variety of activities to meet the needs of school districts in

the areas of teacher recruitment, development, and in-service training, such as programs in which—

(A) new teachers participate in induction programs;

(B) experienced teachers receive in-service training;

(C) all teachers may acquire skills in new substantive fields of expertise to meet the shortage needs of school districts;

(D) new teaching techniques are tested;

(E) secondary school students interested in teaching as a career participant in teaching related activities;

(F) teachers become sensitized to cultural and gender-based instructional needs, particularly in mathematics and the sciences;

(G) all in-service training activities are coordinated; and

(H) partnerships and joint activities are established with institutions of higher education and with the business community;

(2) in-service training during an induction period helps acclimate new teachers to the profession while giving such teachers an opportunity to complete their professional training;

(3) in-service training for experienced teachers enables such teachers to keep current in their substantive fields of expertise and in the practice of teaching;

(4) in-service training enables teachers to learn new substantive fields of expertise in order to alleviate teacher shortages;

(5) in-service training provides teachers an opportunity to enhance skills in classroom management;

(6) in-service training in school districts operating new school based management and shared decision-making programs assist teachers, principals, and administrators to assume new responsibilities; and

(7) providing experienced teachers with sabbaticals allows such teachers the opportunity to participate in professional programs and activities, and allows such teachers the opportunity to return to the classroom renewed.

SEC. 203. PROFESSIONAL DEVELOPMENT ACADEMY.

As used in this title the term "professional development academy" means an entity which—

(1) is operated by a partnership which includes one or more local educational agencies and one or more institutions of higher education that offer teacher training programs, and

(2) provides in-service training and other activities described in this title to teachers and administrators.

SEC. 204. ALLOTMENT.

(a) IN GENERAL.—From amounts appropriated for this title pursuant to the authority of section 5, the Secretary shall allot to the State educational agency of each State having an application approved pursuant to section 206 an amount equal to the product of—

(1) the amount determined by dividing—

(A) the school-aged population of the State, by

(B) the school-age population of all States, multiplied by

(2) the total amount of such appropriated funds.

(b) BYPASS PROVISION.—(1) In the event that a State educational agency does not receive an allotment under subsection (a), the Secretary is authorized to make grants directly to local educational agencies, or consortia thereof, in such State, in accordance with sections 207 and 208.

(2) The Secretary shall award grants pursuant to paragraph (1) on the basis of the school-age population of local educational agency compared to the school-age population of the State.

(3) In applying the provisions of this title the Secretary shall have the same responsibilities under this subsection as the State has under this title.

SEC. 205. USE OF ALLOTTED FUNDS.

(a) ADMINISTRATIVE COSTS.—Each State educational agency receiving an allotment pursuant to section 204 may reserve not more than 2 percent of such funds for administrative costs.

(b) REMAINDER.—The remainder of the funds allotted to State educational agencies pursuant to section 204 shall be used to provide grants, on a competitive basis, to local educational agencies or consortia thereof in partnership with one or more institutions of higher education having an application approved under section 208.

(c) SPECIAL RULE.—Grants awarded pursuant to subsection (a) shall be used to pay the Federal share of the costs of planning, establishing, and operating professional development academies.

SEC. 206. STATE APPLICATION.

(a) APPLICATION REQUIRED.—Each State educational agency wishing to participate in the program assisted under this title shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

(b) REVIEW AND APPROVAL.—The Secretary shall review applications submitted pursuant to subsection (a) and approve applications which comply with the provisions of this title.

(c) CONTENTS OF APPLICANTS.—Each application submitted pursuant to subsection (a) shall include a plan which—

(1) describes the partnerships to be formed between local educational agencies and institutions of higher education;

(2) contains assurances that the activities and services offered by the professional development academy or academies will be determined and designed by the teachers the academy will serve, in collaboration with the principals and the superintendent of the local educational agency or agencies to be served, the directors of other agencies to be served, institutions of higher education, and experts as may be necessary;

(3) contains a description of where the professional development academy or academies will be located, what local educational agency or agencies each academy will serve, and a justification for selecting the geographic area for each academy;

(4) contains a description of how the professional development academy or academies will operate;

(5) contains a description of activities to be conducted by each professional development academy, including activities that will focus on the recruitment and training of minority teachers and administrators, the improvement of teacher preparation, particularly in the fields of mathematics and science, and activities that will be available for teachers and staff of community based programs;

(6) sets forth the number of individuals expected to be served by each professional development academy over what period of time;

(7) describes the provisions which will be made to allow individuals release time from their teaching or administrative responsibilities to participate in professional development academy activities;

(8) contains a description of how each academy's activities will be coordinated with other current in-service training activities in the State; and

(9) indicates the source of funds that will be used to pay the non-Federal share of the costs of establishing and operating the professional development academies.

SEC. 207. LOCAL USE OF FUNDS.

Grants provided pursuant to section 205 may be used to operate professional development academies which will—

(1) recruit teachers, particularly minority teachers;

(2) provide support and in-service training for new teachers, including clinical school based training, and post-baccalaureate programs for teachers who do not possess a master's degree;

(3) improve teacher preparation in the fields of mathematics and science;

(4) provide in-service training for experienced teachers to—

(A) teach new skills and upgrade skills in order to address teacher shortages in specific substantive fields of expertise such as math or science;

(B) teach new skills, and upgrade skills, in the teaching of particular populations of students, such as disadvantaged students, handicapped students, students who are limited English proficient, or individuals who are preschool age;

(C) improve teaching and classroom management skills;

(D) teach school based management techniques and methods and shared decisionmaking skills; and

(E) coordinate with institutions of higher education, where appropriate, to conduct in-serv-

ice training activities, such as collaborative teaching between elementary and secondary school teachers and college faculty;

(5) develop curriculum materials for teacher in-service training activities;

(6) provide training for the staff of community-based and school based before-school and after-school programs;

(7) establish links with institutions of higher education, including community colleges, which have programs in early childhood education, early childhood development, or programs leading to a child development associate credential, to enable teachers to study such subject areas;

(8) coordinate in-service training and recruiting activities funded under this title with in-service training and recruiting activities funded from other sources, including activities funded by the Dwight D. Eisenhower Mathematics and Science Education Act, the Star Schools Program Assistance Act, the Education of the Handicapped Act, and the Bilingual Education Act;

(9) provide activities, such as summer institutes, after school programs, tutoring programs, and future teacher clubs, for middle and secondary school students, particularly students interested in mathematics

or science, which might interest such students in teaching as a career;

(10) provide in-service summer institutes for teachers;

(11) provide training in new instructional techniques, methods, and practices supported by educational research findings, including instructional techniques, methods and practices supported by federally supported laboratories, centers, and other Federal agencies;

(12) provide instruction for teachers in instructional techniques for English as a second language, whether or not such teachers teach in bilingual classrooms;

(13) provide cultural and gender sensitivity instruction for teachers, particularly focused on diverse backgrounds of students in the local educational agency, and intended to interest minority and female students in mathematics and the sciences;

(14) provide instruction in techniques for regular education teachers to teach children with handicaps enrolled in their classes;

(15) provide instruction in parenting education, and in assisting parents and caregivers of children from nontraditional families;

(16) invite education faculty of institutions of higher education to construct and operate in-service training activities;

(17) form partnerships with businesses in the community for in-service training activities and for exchange programs; and

(18) conduct activities designed to increase the number of minority teachers, particularly in inner city schools.

SEC. 208. LOCAL APPLICATION.

(a) APPLICATION REQUIRED.—Each local educational agency or consortia thereof wishing to receive a grant under section 205 shall submit an application to the appropriate State at such time, in such manner, and containing such information as the State shall reasonably require. Such application shall indicate the institutions of higher education with which the local educational agency or agencies will form a partnership in order to carry out activities described in this title.

(b) APPROVAL OF APPLICATIONS.—Each State receiving an allotment under section 204(a) shall only approve applications which comply with the provisions of this title.

(c) PRIORITY.—Each State receiving an allotment pursuant to section 204(a) shall give priority to applications from local educational agencies which—

(1) demonstrate an intention to provide a comprehensive recruitment, development, and in-service training program for all teachers and administrators in the local educational agencies to be served by the professional development academy;

(2) strongly encourage teachers and administrators to participate in in-service training activities as part of their ongoing responsibilities; and

(3) will serve local educational agencies with minority enrollment in excess of the statewide average minority enrollment.

SEC. 209. PAYMENTS; FEDERAL SHARE; NON-FEDERAL SHARE.

(a) PAYMENTS.—The Secretary shall pay to each State having an application approved under section 206, the amount allotted under section 204 to pay the Federal share of the cost of planning, establishing, and operating professional development academies.

(b) FEDERAL SHARE.—The Federal share shall be 50 percent.

(c) NON-FEDERAL SHARE.—Each State receiving assistance under this title shall pay 80 percent of the non-Federal share from non-Federal sources.

TITLE III—MINORITY TEACHER RECRUITMENT

SEC. 301. SHORT TITLE.

This title may be cited as the "Minority Teacher Recruitment Act of 1989".

SEC. 302. FINDINGS.

The Congress finds that—

(1) only 10 percent of the Nation's teaching force are Black, Hispanic, Native or Asian American, while more than 25 percent of the country's school children are Black, Hispanic, Native or Asian American;

(2) in 45 of the country's largest cities, 70 percent of the students in public schools are from minority groups, but only 30 percent of the teaching staff are from minority groups;

(3) between 1975 and 1982, the number of bachelor's degrees in education awarded to minorities declined by 50 percent, from 20,000 to 10,000;

(4) between 1979 and 1985, the number of ethnic minority teachers declined by 20,000, or 1 percent;

(5) if the current trend continues, by 1995, minorities will make up 30 percent of the student population nationally, but less than 5 percent of the teacher population;

(6) significant efforts must be made to increase the number of minority teachers, and to overcome additional barriers to that goal;

(7) the National Teachers Examination, used by 30 States for teacher certification, has pass rates of 79 percent among White students, 13 percent among Black students, and 2 percent among Hispanic students;

(8) in 1984, more than 50 percent of Hispanic Americans attending college and more than 40 percent of Black Americans attending college attended 2-year institutions; and

(9) in 1986, only 5 percent of the Nation's school psychologists were minorities, yet 41 percent of students in special education are minorities.

SEC. 303. PROGRAM AUTHORIZED.

The Secretary is authorized to make grants in accordance with the provisions of this title to carry out programs and activities designed to—

(1) improve recruitment and training opportunities for ethnic minority members in education;

(2) increase the number of minority teachers in elementary and secondary schools.

SEC. 304. USE OF FUNDS.

Funds provided pursuant to this title may be used—

(1) by 1 or more local educational agencies in partnership with 1 or more institutions of higher education, to identify students, particularly from minority backgrounds, in middle and secondary schools interested in teaching, and to provide such students with activities and services which support and encourage the pursuit of teaching as a career such as—

(A) remedial programs;

(B) teaching mentors;

(C) motivational activities;

(D) peer and cross-age tutoring;

(E) teaching skill development;

(F) future teachers clubs;

(G) guidance in curriculum selection;

(H) career exploration;

(I) test-taking skills; and

(J) college entry preparation;

(2) by 2- and 4-year institutions of higher education with large concentrations of minority students, to—

(A) identify students in their first and second years of enrollment in an institution of higher education who indicate an interest in entering the teaching profession, and provide such individuals with—

(i) scholarship funds to meet expenses;

(ii) remedial and tutoring programs;

(iii) counseling and support services;

(iv) teaching related activities;

(v) academic advice and guidance in course selection to prepare for teacher certification;

(vi) test taking skills; and

(vii) information and advice regarding eligibility for membership in the Teacher Corps program, and other assistive programs;

(B) establish preprofessional and other education courses;

(C) strengthen teacher training curriculum;

(D) recruit highly qualified minority students;

(E) establish or enhance early identification/articulation partnership programs with high schools and community colleges;

(F) establish or enhance student support programs; and

(G) establish or enhance test taking performance; and

(3) by 2- and 4-year institutions of higher education, consortia thereof, State educational agencies, or State higher education agencies, to—

(A) establish programs and activities which foster and facilitate the movement of students interested in pursuing teaching careers from 2-year institutions to 4-year institutions, focusing particular attention on facilitating the transfer of financial aid and academic credit;

(B) develop improved assessment mechanisms and practices to determine teacher competency or qualifications; and

(C) establish and enhance programs designed to help minority group professionals move from other careers into teaching.

(c) APPLICATION REQUIRED.—Each institution of higher education, State educational agency, State higher education agency, or local educational agency desiring a grant pursuant to this title, shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require. Each such application shall—

(1) describe the activities and services for which assistance is sought;

(2) set forth the individuals to be served; and

(3) contain such assurances as the Secretary may reasonably require.

(d) STATE EDUCATIONAL AGENCY REVIEW.—Each application from a local educational agency for a grant under this title shall be forwarded to the appropriate State educational agency for review and comment if the State educational agency requests the opportunity for such review. The State educational agency must complete the review of the application and comment to the Secretary within 30 calendar days of receipt. Failure of the State educational agency to submit comments to the Secretary shall not prejudice the application.

SEC. 305. TEACHING PROGRAMS AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES.

Section 323(a) of the Higher Education Act of 1965 is amended by adding at the end thereof a new paragraph (7):

"(7) Establishing or enhancing a program of teacher education designed to qualify students to teach elementary or secondary education in public schools in the State, and, which includes as part of such program, preparation for teacher certification".

SEC. 306. SUMMER INSTITUTES FOR FUTURE TEACHERS.

(a) SUMMER INSTITUTES.—Subpart 4 of Part A of title IV of the Higher Education Act of 1965 is amended by adding the following new section 417G after section 417F:

"SEC. 417G. (a) PROGRAM AUTHORIZED.—The Secretary is authorized to make grants to eligible recipients to establish and operate Summer Institutes for Future Teachers (hereinafter referred to as 'Institutes'). Such institutes shall be designed to encourage students to pursue teaching as a career and to provide students assistance in accomplishing this goal.

"(b) ELIGIBLE RECIPIENT.—As used in this section, the term 'eligible recipient' means an institution of higher education, a local educational agency, a State educational agency, a State higher educational agency, a public or private nonprofit agency or organization, or a professional association representing teachers, counselors or administrators.

"(c) USE OF FUNDS.—(1) Each eligible recipient receiving a grant under this section shall use such funds to establish and operate an institute which shall include—

"(A) a residential program of at least 6 weeks in duration during the summer months;

"(B) instruction in subjects necessary for success in higher education, such as writing, mathematics, science, and foreign languages;

"(C) projects in which students participate in compensated or uncompensated work experiences related to the teaching profession, such as working with

youth groups, supervising recreational activities, and tutoring;

"(D) personal and career counseling;

"(E) academic advice and assistance in course selection;

"(F) exposure to cultural events, academic programs, and other activities not usually available to disadvantaged youth; and

"(G) activities designed to assist students to secure admission to, financial assistance from, and enrollment in, postsecondary institutions with teacher education programs.

"(2) Each eligible recipient of a grant under this section may use such funds to provide information services such as lectures, seminars, and publications for staff and participants in other programs or projects within the state assisted under this section, and to provide support to future teachers clubs in programs or projects within the state funded under section 417B, 417C or 417E.

"(d) MAXIMUM STIPENDS.—Students participating in institutes funded under this section may be paid stipends not to exceed $60 per month during the months of June, July, and August, as well as transportation costs to and from the institute during the months of June, July, and August.

"(e) APPLICATION.—Each eligible recipient desiring a grant under this section shall submit an application at such time, in such manner, and accompanied by such information as the Secretary may reasonably require. Each such application shall—

"(1) provide assurances that not less than two-thirds of the individuals participating in programs assisted under this title will be low-income individuals who are first generation college students;

"(2) provide assurances that the remaining one-third of the individuals participating in a program assisted under this title be underrepresented in the teaching profession;

"(3) provide assurances that individuals participating in programs assisted under this title be persons who have completed 6 years of elementary education, are at least 12 years of age, and are no more than 19 years of age; and

"(4) provide assurances that no individual will participate in the institute for more than two summers unless such individual participated in institute activities prior to completing the eighth grade, in which case such individual shall not participate for more than four summers.

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"(f) APPROVAL.—The Secretary shall approve applications which comply with the provisions of this section.

"(g) SELECTION CRITERIA.—In making awards under this section, the Secretary shall—

"(1) ensure that no grant is awarded for less than $250,000;

"(2) ensure that not more than one institute is funded in each State, unless funds remain after all States having an application approved pursuant to subsection (f) have been awarded a grant;

"(3) consider the level of involvement of the State educational agency, local educational agencies, and professional associations representing teachers, counselors, and administrators in preparing the application and carrying out activities provided by the Institute; and

"(4) consider the applicant's plan for identifying and recruiting participants, including students participating in projects authorized under sections 417B, 417C, and 417E.".

(b) LIMITATION ON AUTHORIZATION.—Section 417A(c) of the Higher Education Act of 1965 is amended by—

(1) striking "For" and inserting "(1) For"; and

(2) inserting at the end thereof the following new paragraphs:

"(2) The Secretary shall not use the funds appropriated for this subpart to carry out section 417G until the amount appropriated to carry out this subpart exceeds $228,000,000.

"(3) Not more than $9,000,000 of the funds appropriated to carry out this subpart may be used for the purposes of section 417G.

SEC. 307. TEACHING IN MAGNET SCHOOLS.

(a) USE OF FUNDS.—Section 3006 of the Elementary and Secondary Education Act of 1965 is amended by—

(1) redesignating paragraphs (2) and (3) as paragraphs (3) and (4), respectively;

(2) inserting the following new paragraph (2) after paragraph 1:

"(2) the inclusion in each program of a component designed to—

"(A) present teaching as career option for students,

"(B) expose students to teaching activities, and

"(C) interest students in teaching;";

(3) striking "with respect to clauses (2) and (3)," and insert in lieu thereof "with respect to clauses (3) and (4),"; and

(4) inserting "teaching," after "foreign languages"; and

(5) inserting before the period at the end thereof the following: ", and in each program, including a component for attracting secondary school students into teaching".

(b) APPLICATIONS AND REQUIREMENTS.—Section 3007 of the Elementary and Secondary Education Act of 1965 is amended by—

(1) redesignating paragraphs (8) and (9) as paragraphs (11) and (12) respectively; and

(2) inserting the following new paragraphs after paragraph (7):

"(8) to provide assurances that teaching in secondary schools will be presented as a career option to students seeking advice or counseling regarding postsecondary education or careers;

"(9) to provide assurances that each magnet school program offers a component on teaching that will provide opportunities for, and encouragement of, students to participate in teaching activities;

"(10) to provide assurances that magnet schools that focus on teaching—

"(A) will serve as a model for experimentation with new instructional methods or best practice methods of teaching; and

"(B) will provide programs in conjunction with teacher education programs to individuals at the secondary school level.".

SEC. 308. STUDY OF ALTERNATIVE WAYS TO INCREASE MINORITY PARTICIPATION IN THE TEACHING PROFESSION.

The Secretary shall conduct a study of alternative ways to increase minority participation in the teaching profession. Such study shall focus on barriers to entry into the profession for qualified minority group members, possible options for addressing the minority teacher barriers present, the alternative assessment mechanisms, and the possibilities for increasing the supply of minority teachers. The results of such study shall be reported to the appropriate committees of Congress not later than 2 years after the date of enactment of this Act.

TITLE IV—BILINGUAL TEACHER ENHANCEMENT ACT

SEC. 401. SHORT TITLE.

This title may be cited as the "Bilingual Teacher Enhancement Act of 1989".

SEC. 402. FINDINGS.

(a) The Congress finds that—

(1) in 1986, language minority students constituted at least 20 percent of the student population in the United States;

(2) between the years 1985 and 2000, the language minority population will increase at 2½ times the rate of the general student population;

(3) 50 percent of all public school teachers interact with limited English proficient students, but only 6 percent have taken a course involving second language instruction;

(4) 504,000 teachers (25 percent of all teachers) have students with limited English proficiency in their classes, but 345,000 of such teachers have had no training in bilingual or English-as-a-Second-Language teaching methodology;

(5) 56,000 teachers use native language instruction, but only 40 percent of those are fully trained to do so;

(6) 103,000 teachers use English-as-a-Second-Language teaching methodologies, but only 39 percent of such teachers have received training and only 11 percent are fully trained to do so;

(7) only 2,000 to 2,600 trained bilingual teachers graduate from institutions of higher education annually;

(8) limited English proficient students have significantly less access to computer technology than their English speaking peers; and

(9) the dropout rate among Hispanic students is 45 percent over 4 years, almost twice the national dropout rate for all students.

SEC. 403. PROGRAM AUTHORIZED.

(a) IN GENERAL.—Part C of title VII of the Elementary and Secondary Education Act of 1965 is amended by—

(1) renumbering sections 7042, 7043, 7044 and 7045 as sections 7043, 7044, 7045, and 7046 respectively; and

(2) inserting after section 7041 the following new section 7042:

"SEC. 7042. BILINGUAL TEACHER ENHANCEMENT.

"(a) PROGRAM AUTHORIZED.—The Secretary is authorized to make grants, in accordance with this section, to carry out activities designed to—

"(1) increase the number of teachers trained to teach limited English proficient students;

"(2) provide in-service training for teachers of limited English proficient students; and

"(3) train all teachers in techniques for educating language minority students.

"(b) USE OF FUNDS.—Funds provided pursuant to this section may be used—

"(1) by institutions of higher education with existing teacher education programs to—

"(A) enhance instruction in bilingual teacher training with activities which emphasize—

"(i) proficiency in English and a non-English language;

"(ii) knowledge of bilingual and second language instructional methodologies, including methodologies which integrate non-language subject matter instruction with second language instruction;

"(iii) familiarity with specific cultural backgrounds of non-English native population of specialization; and

"(iv) minority language student assessment techniques;

"(B) develop an integrated approach to bilingual and English-as-a-Second-Language training, including courses from the Departments of English, foreign language, and education;

"(C) integrate bilingual, multicultural, and English-as-a-Second-Language instruction into mainstream teacher education instruction;

"(D) integrate new educational research regarding effective teaching of language minority students into teacher training programs; and

"(E) increase the availability of computer technology to teachers of limited English proficient students in teacher training programs, and for instruction on the integration of computer technology into bilingual education;

"(2) by State educational agencies to establish programs to train mainstream teachers in techniques to teach language minority students; and

"(3) by local educational agencies—

"(A) for programs in conjunction with, professional development academies, if such academies exist in the local educational agency or with institutions of higher education, to operate in-service training programs for bilingual teachers which include summer sessions, follow-up sessions during the school year, classroom observation, and peer coaching;

"(B) to identify or recruit speakers of non-English languages who have been trained as teachers in their home country to participate in programs similar to programs described in subparagraph (A) but which add English language

training, and an orientation to United States schools;

"(C) to team classroom teachers with teachers trained to teach limited English proficient students for the development and implementation of instructional programs;

"(D) to establish programs at the elementary and secondary school level which encourage language minority students to choose teaching as a career, including programs involving partnerships between secondary schools and post-secondary schools; and

"(E) to increase the availability of computer technology to limited English proficient students.

"(c) APPLICATIONS.—(1) Institutions of higher education, State educational agencies, or local educational agencies wishing to receive a grant under this section shall submit an application to the Secretary at such time, in such manner, and containing such additional information as the Secretary may reasonably require.

"(2) The Secretary shall solicit applications from institutions of higher education, State educational agencies, and local educational agencies.

"(3) Each such application shall include—

"(1) a description of the activities and services to be provided with funds provided pursuant to this section; and

"(2) a description of the individuals to be served with funds provided pursuant to this section.

"(d) COORDINATION.—Each recipient of a grant under this section shall coordinate programs funded under this section with other Federal, State and local programs which train teachers of limited English proficient students.

"(e) PROFESSIONAL DEVELOPMENT ACADEMY.—Each recipient of a grant under this title which also receives Federal financial assistance under the Professional Development Academy Establishment Act established pursuant to title II of this Act shall either provide in-service training programs developed under this title through a professional development academy, or coordinate programs funded under this title with programs operated by such professional development academies.".

(b) AUTHORIZATION OF APPROPRIATIONS.—Section 7002(b) of the Bilingual Education Act is amended by inserting the following new paragraph at the end thereof:

"(8) There are further authorized to be appropriated $34,500,000 for each of the fiscal years 1990, 1991, 1992, and 1993, to carry out the provisions of section 7042.".

TITLE V—EARLY CHILDHOOD DEVELOPMENT TEACHER ENHANCEMENT ACT

SEC. 501. SHORT TITLE.

This title may be cited as the "Early Childhood Development Teacher Enhancement Act of 1989".

SEC. 502. FINDINGS.

(a) The Congress finds that—

(1) the average tenure for prekindergarten or kindergarten teachers in the field is 6.4 years;

(2) 44 percent of prekindergarten and kindergarten teachers have been on the job less than 2 years;

(3) between 1986 and 1987, 18 percent of prekindergarten and kindergarten teachers left the field;

(4) before the year 2000, the demand for preschool teachers will increase 36 percent; and

(5) currently less than 25 percent of post-baccalaureate education programs offer programs in early childhood education or early childhood development.

SEC. 503. PROGRAM AUTHORIZED.

(a) PROGRAM AUTHORIZED.—The Secretary is authorized to make grants in accordance with provisions of this title to carry out activities and design programs to increase the number of teachers trained to teach preschool age children in

early childhood development and early childhood education programs.

(b) SPECIAL RULE.—Each eligible recipient receiving funds under this title shall include in their programs curriculum regarding young children with special needs.

(c) PROFESSIONAL DEVELOPMENT ACADEMY.—Each eligible recipient receiving a grant under this title which also receives Federal financial assistance under the Professional Development Academy Establishment Act established pursuant to title II of this Act shall either provide in-service training programs developed under this title through a professional development academy, or coordinate programs funded under this title with programs operated by such professional development academies.

SEC. 504. ELIGIBLE RECIPIENT.

As used in this title, the term "eligible recipient" means an institution of higher education, a State educational agency, a local educational agency, or a private nonprofit organization.

SEC. 505. USE OF FUNDS.

(a) POST-BACCALAUREATE PROGRAMS.—Funds provided pursuant to this title may be used by an eligible recipient which has a post-baccalaureate program leading to a degree in early childhood development or early childhood education for activities and programs which will increase the

availability of early childhood programs and the number of qualified early childhood educators. Such activities and programs shall include—

(1) forming a partnership with an institution of higher education which does not have a training program in early childhood education or development, in order to provide the faculty of such institution with the expertise necessary to develop early childhood development or early childhood education teacher training programs;

(2) recruiting minority applicants to participate in early childhood education or early childhood development programs;

(3) providing grants to individuals for the cost of attendance while such individuals are enrolled in a part-time or full-time post-baccalaureate early childhood education or early childhood development program; and

(4) forming a partnership with a State educational agency, State social services agency, local educational agency, local social services agency, or head start agency to provide training in early childhood education in order to provide the staff of such agencies with the expertise necessary to develop their own early child-

hood development or early childhood education teacher training programs.

(b) UNDERGRADUATE PROGRAMS.—Funds provided pursuant to this title may be used by an eligible recipient which—

(1) has a baccalaureate program leading to a degree in early childhood development or early childhood education,

(2) has a training program designed to upgrade or enhance the skills of early childhood development specialists and teachers to—

(A) upgrade, create, or expand a high quality program of training for individuals wishing to become teachers in the field of early childhood education or early childhood development; or

(B) upgrade, create, or expand a high quality program of in-service training for individuals employed as teachers in school based or community-based early childhood development or early childhood education programs; or

(3) has a nationally recognized program of training in early childhood education or early childhood development to form a partnership with a State educational agency, State social services agency, local educational agency, local social services agency, or head

start agency to provide training in early childhood education in order to provide the staff of such agencies with the expertise necessary to develop their own early childhood development or early childhood education teacher training programs.

(c) ASSOCIATE DEGREE AND CHILD DEVELOPMENT ASSOCIATE PROGRAMS.—Funds provided pursuant to this title may be used by an eligible recipient to create, expand, or upgrade a high quality program of training leading to an associate's degree in early childhood development or early childhood education, or to a child development associate credential.

SEC. 506. APPLICATION.

(a) APPLICATION REQUIRED.—Each eligible recipient desiring a grant under this title shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

(b) CONTENTS OF APPLICATION.—Each such application shall—

(1) describe the activities and services for which assistance is sought;

(2) provide assurances of compliance with section 505;

(3) in the case of an application from a State educational agency, demonstrate coordination with other

programs for early childhood education teacher training; and

(4) contain such other assurances as the Secretary may reasonably require.

SEC. 507. CHILD DEVELOPMENT ASSOCIATE.

(a) APPLICATIONS.—Section 603(b)(1)(C) of the Child Development Associate Scholarship Assistance Act of 1985 is amended by striking "and credentialing" and inserting "credentialling, and part of the costs of training".

(b) AUTHORIZATION OF APPROPRIATIONS.—Section 606 of the Child Development Associate Scholarship Assistance Act of 1985 is amended to read as follows:

"(a) IN GENERAL.—There are authorized to be appropriated $4,000,000 for each of the fiscal years 1990, 1991, 1992, 1993, and 1994 for carrying out this title.".

TITLE VI—TEACHERS OF CHILDREN WITH HANDICAPS ENHANCEMENT

SEC. 601. SHORT TITLE.

This title may be cited as the "Teachers of Children with Handicaps Enhancement Act of 1989".

SEC. 602. FINDINGS.

(a) The Congress finds that—

(1) 67 percent of children with handicaps are in regular education classrooms;

(2) the Congress is committed to placing children with special needs in the least restrictive environment appropriate to the needs of the individual; and

(3) as children with special needs are mainstreamed, it is critical that teachers of such children in regular classrooms have an understanding of the special needs of such children.

SEC. 603. PROGRAM AUTHORIZED.

(a) The Secretary is authorized to make grants in accordance with this title to carry out activities and programs designed to increase the preparedness of mainstream classroom teachers for the participation of children with handicaps in such classrooms through preservice and in-service training programs.

(b) Grants provided pursuant to this title shall be awarded on a competitive basis.

(c) PROFESSIONAL DEVELOPMENT ACADEMY.—Each recipient of a grant under this title which also receives Federal financial assistance under the Professional Development Academy Establishment Act established pursuant to title II of this Act shall either provide in-service training programs developed under this title through a professional development academy, or coordinate programs funded under this title with programs operated by such professional development academies.

SEC. 604. USE OF FUNDS.

Funds provided pursuant to this title may be used to make grants to institutions of higher education with teacher training programs, State educational agencies, or local educational agencies for the purpose of including in the preservice and in-service training programs of such institutions or agencies the preparation necessary for regular education teachers to teach children with handicaps.

SEC. 605. APPLICATION REQUIRED.

Each institution of higher education with teacher training programs, State educational agency or local educational agency desiring a grant under this title shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary shall reasonably require.

TITLE VII—MATHEMATICS AND SCIENCE TEACHER ENHANCEMENT

SEC. 701. SHORT TITLE.

This title may be cited as the "Mathematics and Science Teacher Enhancement Act of 1989".

SEC. 702. FINDINGS.

The Congress finds that—

(1) students in the United States are performing well below foreign students in international tests of mathematics and science;

(2) mastery of subjects in the mathematics and science fields are vital to the Nation's economic competitiveness;

(3) many students do not have either adequate or appropriate courses in math and science available to them;

(4) in 1986, nearly a third of the Nation's high school students were enrolled in a math or science course taught by a teacher not qualified to teach such a course;

(5) mathematics and science curriculum in elementary and secondary schools is currently undergoing substantial reform to enhance teaching effectiveness; and

(6) major investment in the in-service training of teachers will be necessary to implement math and science curricula reforms.

SEC. 703. DEFINITIONS.

(a) The term "Director" means the Director of the National Science Foundation.

(b) The term "Foundation" means the National Science Foundation.

SEC. 704. PROGRAM AUTHORIZED.

(a) PROGRAM AUTHORIZED.—The Director is authorized to make grants in accordance with the provision of this

title to State educational agencies, local educational agencies, institutions of higher education, or other private not-for-profit organizations with appropriate expertise, or consortia thereof, to—

(1) establish or upgrade teacher in-service training for elementary, middle and secondary school teachers in the areas of mathematics and science, which teach the substance and teaching skills associated with curricula reform in these areas; and

(2) engage in other projects which improve student learning of mathematics and science.

(b) AWARD BASIS.—The Director shall award grants under this title to applicants on the basis of the quality of the application submitted pursuant to section 707 and the degree to which the applicant will meet the needs of the school population to be served.

(c) SPECIAL CONSIDERATION.—In awarding grants under this title the Director shall give special consideration to applicants which will serve populations, including minority group members, which have been historically underrepresented in the fields of mathematics and science.

(d) PROFESSIONAL DEVELOPMENT ACADEMY.—Each organization or agency receiving a grant under this title, which also receives Federal financial assistance under the Professional Development Academy Establishment Act es-

tablished pursuant to title II of this Act shall either provide in-service training programs developed under this title through a professional development academy, or coordinate programs funded under this title with programs operated by such professional development academies.

SEC. 705. USE OF FUNDS.

Funds provided pursuant to this title may be used to—

(1) develop and implement teacher training programs in the areas of mathematics and science, including elementary school teacher training, which reflect the major curricula reforms in such areas;

(2) pay the costs of release time for full-time teachers to participants in in-service training programs during the school day;

(3) provide in-service training for new and existing teachers through after-school, weekend, and summer programs;

(4) support programs in elementary and secondary schools, adult education programs, community organizations and institutions of higher education to—

(A) provide mathematics and science-related education and programs;

(B) develop materials and methods;

(C) conduct pilot and demonstration projects; and

(D) disseminate the products of the activities described in subparagraphs (A), (B) and (C);

(5) involve mathematics and science related organizations, agencies, and personnel, such as mathematicians, scientists, and mathematics and science students in the provision of mathematics and science-related activities such as—

(A) team teaching programs in which graduate students or professionals in the fields of mathematics and science co-teach classes with classroom teachers; and

(B) youth internships for outside-the-classroom experiences with science and mathematics;

(6) establish summer programs for high school students which teach mathematics and science and which include activities to interest students in the teaching of mathematics and science as a profession;

(7) establish weekend and after-school programs for elementary school students in the areas of mathematics and science; and

(8) establish programs to instruct parents of elementary school aged and pre-school aged children in activities involving mathematics and science which may be conducted at home.

SEC. 706. PROGRAM REQUIREMENTS.

(a) IN-SERVICE TRAINING.—Each organization or agency receiving a grant under this title shall include in teacher training programs assisted under this title in-service training for elementary school teachers.

(b) CULTURAL AND GENDER SENSITIVITY TRAINING.—Each organization or agency receiving a grant under this title shall include in each program assisted under this Act, cultural and gender sensitivity in the teaching of mathematics and science.

(c) STAR SCHOOLS PROGRAM.—Each organization or agency receiving a grant under this title, who also receives Federal financial assistance under the Star Schools Assistance program, shall make in-service training programs developed under this title available for dissemination through the Star Schools telecommunications network.

(d) DWIGHT D. EISENHOWER MATHEMATICS AND SCIENCE EDUCATION ACT.—Each organization or agency receiving a grant under this title shall coordinate programs developed under this title with activities and services funded by the Dwight D. Eisenhower Mathematics and Science Education Act.

(e) SHARING OF COSTS.—Each organization or agency receiving a grant under this title shall share the costs of programs established under this title in accordance with Foundation practice. The Director, at his discretion, may waive the

requirement of this subsection for any grantee unable to meet the requirements of this subsection.

(f) COORDINATION.—Each organization or entity receiving a grant under this title shall coordinate programs funded under this title with other mathematics and science teacher training programs in the State.

SEC. 707. APPLICATION REQUIRED.

Each organization or entity desiring a grant under this title shall submit an application to the Director, at such time and in such manner, and accompanied by such information as the Director may reasonably require. Such application shall contain a description of—

(1) existing in-service training programs;

(2) the in-service training program to be delivered through a grant under this title and a description of how such proposed program will be coordinated with existing programs; and

(3) how the applicant will meet the requirements of section 706.

SEC. 708. EVALUATION.

The Director shall conduct an independent evaluation of the effectiveness of curricular reforms in science and mathematics education and shall report the results of such evaluation to the appropriate committees of Congress within 4 years of the date of enactment of this Act.

SEC. 709. AUTHORIZATION OF APPROPRIATIONS.

Section 101 of the National Science Foundation Authorization Act of 1988 is amended—

(1) in subsection (c) by striking "$2,388,000,000" and inserting "$2,424,500,000";

(2) in subsection (c)(2) by striking "$205,300,000" and inserting "$241,800,000";

(3) in subsection (d) by striking "$2,782,000,000" and inserting "$2,818,500,000";

(4) in subsection (d)(2) by striking "$240,200,000" and inserting "$276,700,000";

(5) in subsection (e) by striking "$3,245,000,000" and inserting "$3,281,500,000";

(6) in subsection (e)(2) by striking "$281,000,000" and inserting "$317,500,000";

(7) in subsection (f) by striking "$3,505,000,000" and inserting "$3,541,500,000";

(8) in subsection (f)(2) by striking "$308,000,000" and inserting "$344,500,000".

TITLE VIII—SCHOOL BASED MANAGEMENT/SHARED DECISION-MAKING INCENTIVE

SEC. 801. SHORT TITLE.

This title may be cited as the "School Based Management/Shared Decisionmaking Incentive Act".

SEC. 802. FINDINGS.

The Congress finds that—

(1) schools may be more effective when individuals who are held responsible for the outcomes of decisions are also responsible for making such decisions;

(2) the needs of students vary from one school building to the next and faculty and administrators of a school need sufficient flexibility to use resources in the way that will best meet students' needs;

(3) school based management/shared decisionmaking provides flexibility for teachers and school based administrators to create a school environment which meets the specific needs of students attending such school; and

(4) school based management/shared decisionmaking provides an opportunity for parents and the community to play a larger role in the operation of a school.

SEC. 803. PROGRAM ESTABLISHED.

(a) IN GENERAL.—The Fund for the Improvement and Reform of Schools and Teaching Act is amended by—

(1) redesignating subparts 3 and 4 as subparts 4 and 5, respectively;

(2) redesignating sections 3231, 3232 and 3233 as sections 3241, 3242, and 3243, respectively;

(3) redesignating sections 3241, 3242 and 3243 as sections 3251, 3252 and 3253, respectively; and

(4) inserting the following new subpart after subpart 2:

"Subpart 3—School Based Management/Shared Decisionmaking

"SEC. 3231. PROGRAM AUTHORIZED.

"(a) GENERAL AUTHORITY.—The Secretary is authorized to make grants to local educational agencies whose applications are approved under this subpart, to provide incentives to test school based management/shared decisionmaking programs at school sites within the local educational agency, and to evaluate and disseminate results of such evaluation.

"(b) PROFESSIONAL DEVELOPMENT ACADEMY.—Each recipient of a grant under this subpart, who also receives Federal financial assistance under the Professional Development Academy Establishment Act established pursuant to title II of the Teacher Recruitment, Training and Professionalism Act of 1989 shall either provide in-service training programs developed under this subpart through a professional development academy, or coordinate programs funded under this subpart with programs operated by such professional development academies.

"SEC. 3232. SCHOOL BASED MANAGEMENT/SHARED DECISION-MAKING.

"(a) IN GENERAL.—As used in this subpart the term "school based management/shared decisionmaking" means a process by which a team of individuals is formed at a school site to make decisions regarding the management of the school. Such a team may include—

"(1) teachers, including representatives of professional teachers associations or organizations, where applicable;

"(2) the school principal;

"(3) school administrators;

"(4) parents;

"(5) community representatives;

"(6) school employees; and

"(7) students.

"(b) RESPONSIBILITIES.—(1) The school based management/shared decisionmaking team is responsible for decisions, determined by the team, which affect the school and classroom environment. Such decisions may include decisions such as—

"(A) curriculum and instruction priorities which meet priorities and goals of the local educational agency, including materials and activities, organization, evaluation and assessment, while taking into account the special needs of students;

"(B) student grouping, promotion, and tracking;

"(C) school rules and discipline policies;

"(D) the scheduling, and structure of the school day;

"(E) the school environment;

"(F) the physical structure of school facilities;

"(G) the administrative structure of the school;

"(H) the use of funds available to the school;

"(I) establishing standards for the hiring and evaluation of teachers and administrators;

"(J) professional development programs which will meet faculty needs; and

"(K) relationships with parents and community.

"(2) The school superintendent and school board of each local educational agency receiving assistance under this title shall encourage school individuality while also ensuring sufficient coordination and linkages to allow student mobility.

"SEC. 3233. USES OF FUNDS.

"Funds provided pursuant to the provisions of this subpart may be used to—

"(1) establish training programs for teachers, principals, administrators, superintendents, school board members and members of the school based management/shared decisionmaking team regarding the imple-

mentation of school based management/shared decisionmaking, including—

"(A) use of decisionmaking skills, concensus building, creative problem solving, and group dynamics;

"(B) ways to establish a school mission which responds to the needs of students attending the school;

"(C) use of staff resources to implement school based management/shared decisionmaking; and

"(D) use of nonprofessional staff, including paraprofessionals, volunteers, peer tutors, and instructional technologies, so that an individual teachers' time can be used most productively; and

"(2) evaluate the effectiveness of school based management/shared decisionmaking in improving student performance, and teacher recruitment and retention.

"SEC. 3234. APPLICATION.

"(a) IN GENERAL.—Each local educational agency desiring to receive a grant under this subpart shall submit an application to the Secretary, at such time and in such manner, and containing such additional information as the Secretary may reasonably require.

"(b) CONTENTS OF APPLICATION.—The Secretary shall only approve applications which meet the requirements of this subpart and contain—

"(1) a description of the school based management/shared decisionmaking program to be tested with funds provided under this subpart;

"(2) if available, a list of schools chosen to participate in school based management/shared decisionmaking, and a description of the school based management/shared decisionmaking teams established or to be established;

"(3) a description of the training programs to be established or expanded with funds provided under this subpart; and

"(4) assurances that the administrative and teaching staff of the local educational agency has participated in the development of the application.

"(c) PRIORITY.—In approving applications under this title, the Secretary shall give priority to applications which seek to implement school based management/shared decisionmaking programs on a local educational agencywide basis within 5 years of application.

"SEC. 3235. EVALUATIONS.

"(a) RECIPIENT INFORMATION.—(1) Each recipient of a grant under this subpart shall annually submit to the Secre-

tary such information regarding the program as the Secretary may require. Such information shall include a description of—

"(A) how support was achieved for the program;

"(B) what decisions were transferred to the school based management/shared decisionmaking teams;

"(C) any resulting changes in teacher attitude and staff turnover; and

"(D) any resulting changes in student performance.

"(b) EVALUATION BY THE SECRETARY.—The Secretary shall—

"(1) within 1 year of the date of enactment of this subpart, compile and analyze the information received pursuant to subsection (a) and submit such analysis to the appropriate committees of the Congress; and

"(2) within 2 years of the date of enactment of this subpart, conduct an evaluation of school based management/shared decisionmaking programs funded under this subpart as well as other school based management/shared decisionmaking programs to determine the effectiveness of such programs in improving school performance.".

(b) AUTHORIZATION OF APPROPRIATIONS.—Section 3252 of the Fund for the Improvement and Reform of

Schools and Teaching Act (as redesignated in subsection (a)(3)) is amended—

(1) in subsection (a) by striking "$30,000,000" and inserting "$35,100,000"; and

(2) in subsection (b) by inserting at the end thereof the following new paragraph (3):

"(3) The Secretary may reserve not more than $5,100,000 from funds appropriated for activities authorized in subpart 3.".

TITLE IX—TEACHER RECOGNITION

SEC. 901. SHORT TITLE.

This title may be cited as the "Teacher of the Year Recognition Act".

SEC. 902. STATEMENT OF PURPOSE.

It is the purpose of this title to provide special and extensive nationwide recognition and honor to elementary and secondary school teachers selected each year as the State teachers of the year and to provide additional recognition for the national teacher of the year.

SEC. 903. FINDINGS.

The Congress finds that—

(1) the quality of America's schools depends primarily on the men and women who teach in such schools;

(2) in order to attract academically talented young Americans into teaching, Americans must raise the status of teaching as a profession;

(3) in order to keep the best teachers in the classrooms, Americans must raise the status of teaching as a profession;

(4) at present, America's best school teachers receive too little recognition;

(5) Americans can raise the status of all teachers by recognizing and honoring those who are truly outstanding; and

(6) the time has come to reaffirm the centrality of teaching, to honor outstanding teachers, and give such teachers the nationwide recognition they deserve.

SEC. 904. DEFINITIONS.

As used in this title—

(1) The term "Secretary" means the Secretary of Education.

(2) The term "State teacher of the year" means an individual designated as teacher of the year in each of the several States by the Council of Chief State School Officers.

(3) The term "national teacher of the year" means the individual chosen as national teacher of the year by the Council of Chief State School Officers.

(4) The term "President" means the President of the United States.

SEC. 905. PROGRAM AUTHORIZED.

The Secretary is authorized and directed, in accordance with the provisions of this title, and in consultation with the relevant Committees of Congress, to design and implement a recognition program for teachers designated by the Council of Chief State School Officers as teachers of the year and the national teacher of the year.

SEC. 906. PROGRAM REQUIREMENTS.

(a) LOCATION.—The ceremonies and briefings held pursuant to the recognition program authorized by this title shall take place in Washington, DC, and shall include at least one major event sponsored by the Congress.

(b) CEREMONIES AND BRIEFINGS.—The recognition program shall consist of ceremonies to honor the teachers and their accomplishments, and informational briefings on issues of interest to teachers.

(c) CONSULTATION REQUIRED.—The Secretary shall consult with educational organizations in designing the recognition program authorized by this title.

(d) EXPENSES.—(1) The Secretary shall pay the costs of travel, room and board, and expenses of the teachers participating in the program.

(2) Notwithstanding any other provision of law, the Secretary is authorized to accept gifts of money and contributions of goods and services to help defray the costs of this title.

SEC. 907. MEDAL AUTHORIZED.

(a) IN GENERAL.—The Secretary shall designate and procure a medal to honor the State teachers of the year and the national teacher of the year.

(b) PRESENTATION.—Such medals shall be presented to the teachers participating in the recognition program by the President or his designee.

SEC. 908. STATE AND LOCAL PROGRAMS.

The Secretary is authorized to work with State and local governments, State and local educational agencies, and other organizations to encourage the development of State and local recognition programs to honor outstanding teachers and other educators.

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